

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Sunrise Drive Elementary School

Catalina Foothills Unified District  
5301 E. Sunrise Drive, Tucson, AZ 85718-5521

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Ms. Patricia Hamm

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [www.cfsd.k12.az.us/~sdswww/](http://www.cfsd.k12.az.us/~sdswww/)

**E-mail:** [patty\\_hamm@fc.cfsd.k12.az.us](mailto:patty_hamm@fc.cfsd.k12.az.us)

**Grades:** K-5

**2002 Enrollment:** 437

**Phone:** (520) 577-5325

**Fax:** (520) 577-5049

## ▼ School Overview ▼

### Mission

SDS, a safe and caring learning community committed to the development of the whole child, provides all students with a solid academic foundation through an innovative, rich curriculum.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Grade Level Teams
- w Parental Involvement

### Instructional Programs

- w Integrated Curriculum
- w Reading Partners
- w Special Education Inclusion
- w Gifted
- w Specialists' Programs
- w Flexible Grouping

### School/Academic Goals

- w Academic focus for 2002-03 is writing. Summary writing; written conventions.
- w Implementing new science/health curriculums standards/benchmarks. Implementing new media and technology benchmarks. Maintain language arts, math, and social studies.
- w Staff development opportunities that support Dimensions of Learning. Assessing students to better understand individual learning needs. Monthly training that supports writing focus.

### Enrollment

October 1, 2001 School Year Student Enrollment:	448
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	18

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 2 Teacher(s)  
 3 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Student Climate  
 w Oversee Strategic Site Plan  
 w Community Relations  
 w Compact Agreement

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	25.80
Other Professional Staff	1.55	Teacher Aide	16.88

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	1	2	0	1
10 or more years	5	13	0	0

## ▽ Shared Responsibilities ▽

### School

We emphasize a safe learning environment to achieve high academic standards. SDS sets high expectations for our students and we work cooperatively with supporting staff and parents to ensure a positive learning experience. We do this through parent/student conferences; trimesterly progress reports; biweekly newsletters; student handbook; assessment against local, state and national standards; classroom communication and ongoing teacher inservice; Dimensions of Learning and Writing.

### Parents

The parents and staff of Sunrise are partners in the educational process. An overriding parental obligation is providing a physically and psychologically safe home environment for their children. Specific responsibilities include proper clothing and nourishment; emotional stability; supporting school policies; communicating regularly with the school regarding academic issues, behavioral issues and student attendance.

## ▽ Transportation Policy ▽

Transportation is provided to in-district students who reside more than one mile from school. Distances are measured As the Crow Flies.

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/13/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Trimester Schedule**

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#### Report Card Release Dates

11/15/02	2/28/03	5/30/03
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#### Additional Calendar/Report Card Information

Grades 1-5--See above schedule. Kindergarten report cards are sent home on 1/17/03 and 5/30/03.

### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - No      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Learning Resource/Media Center	W Computer Lab/7300 Power Macs
W 15-station Mini-cmptr Lab iMacs in LRC	W 12-station Mini Robotics Lab

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#### Extracurricular Activities

W Chess	W Community School Program
W Strings	W Band
W CARE-Before/After School Child Care Prg.	W Student Council
W Energy Patrol	W Peer Mediation/Creative Play

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#### School/Community Resources

W Afterschool Program	W Day Care
W Counseling Services	W Health Services
W Community Classes	W Parenting
W Library Nights	W Family Faculty Organization

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Love of writing celebration in May recognizes all students' work--writing collections of each individual student's work from K-5.</p>   | <p>w Spirit of Sunrise awards are given to students who have demonstrated spirit, character and exceptional citizenship.</p> |
| <p>w SDS Student Council continues involvement in community outreach programs and in facilitating one million penny drive for the APMRF. As of May 2002 have given over \$100,000.</p> | <p>w Implementing third year of four-year Strategic Site Plan.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	12.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Poetry Winners	1997
Regional Science Fair Winner	1998
Arizona Art Educator of the Year	1998
Chess National and State Winners	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	65	553	2%	2%	37%	60%
	State	58840	524	9%	17%	45%	29%
Writing	School	64	610	2%	0%	44%	55%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	63	566	2%	6%	27%	65%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	86	528	5%	6%	36%	53%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	557	5%	7%	44%	44%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	85	548	2%	14%	8%	75%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	81	74	60	--	--	--
2	Reading	--	--	--	100	76	50	93	83	52	81	83	53	81	78	57
	Language	--	--	--	100	75	40	94	82	43	81	79	44	82	79	48
	Mathematics	--	--	--	100	84	51	90	91	55	81	91	57	82	88	61
3	Reading	100	77	47	100	77	47	99	84	48	86	82	50	88	80	50
	Language	100	77	49	100	75	51	100	84	54	87	84	56	86	81	57
	Mathematics	100	78	46	100	79	49	100	84	52	87	79	54	89	84	56
4	Reading	97	83	53	100	86	54	95	86	54	80	91	55	89	86	55
	Language	94	77	47	100	75	49	91	77	48	79	81	50	88	76	50
	Mathematics	97	77	51	100	82	54	94	86	55	79	84	57	89	84	58
5	Reading	98	84	51	100	83	51	97	85	51	85	86	51	83	85	53
	Language	100	72	42	100	74	44	96	77	45	85	72	45	83	76	47
	Mathematics	100	84	51	100	88	54	98	87	55	85	87	57	84	88	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>72</b>	<b>59</b>
<b>Grades 3-4</b>	<b>83</b>	<b>85</b>
<b>Grades 4-5</b>	<b>69</b>	<b>86</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our new Crisis Response Manual is in place to help ensure student well-being and safety.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,141	\$1,377,412
Classroom Supplies	\$33	\$14,336
Administration	\$539	\$236,447
Support Services-Students	\$173	\$75,760
Other Support Services and Operations	\$745	\$326,809
Total Expenditures- All Categories 2000-2001	\$4,630	\$2,030,764

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Patricia Hamm	(520) 577-5325	
<b>Transportation Policy</b>	Sue DeLuca	(520) 299-6446	
<b>Community Resources</b>	Mary Fucsko Grodman	(520) 577-5325	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	Dana Milne	(520) 577-5325	
<b>Student Health/Nurse</b>	Pat Moore	(520) 577-5090	1580

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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